DOCUMENT RESUME

ED 304 786 EA 020 810

AUTHOR McAvoy, Brenda, Ed.
TITLE The Principal as Academician: The Renewed Voice.
INSTITUTION Georgia State Univ., Atlanta. Principals Inst.
PUB DATE 87
NOTE 43p.
PUB TYPE Collected Works - General (020) -- Information Analyses (070) -- Viewpoints (120)

EDRS PRICE MF01/PC02 Plus Postage.
DESCRIPTORS Administrator Education; *Administrator Role; Educational Quality; Elementary Secondary Education; Ethics; *Humanities; Inservice Teacher Education; *Leadership Responsibility; *Principals; School Administration; Teacher Role
IDENTIFIERS *Georgia State University

ABSTRACT

This collection of essays was written by principals who participated in the 1986-87 Humanities Seminar sponsored by the Principals' Institute of Georgia State University. The focus was "The Evolution of Intellectual Leadership." The roles of the principal as philosopher, historian, ethnician, writer and team member are examined through the eyes of philosophers, historians, and language scholars. Twelve participants contributed to this publication. The 12 contributions to this publication are: (1) "A Position Paper Regarding the Educational Profession and the Humanities" (Ron Lane); (2) "Thoughts on the Principal as Historian" (M. C. Specht); (3) "The Administrator as Historian" (Jim Ovbey); (4) "The Ethics of Competitiveness: Excellence Versus Success" (Linda Gruehn); (5) "The New Wave: Ethics Training--Character Development" (Beverly J. Dryden); (6) "Loneliness Is a Feeling of Without" (J. Carla Northcutt); (7) "Basic Beliefs" (Michael Cooper); (8) "Education For What? Krishnamurti's View" (J. B. Mahon); (9) "A Little of Knight's Story" (Burrelle S. Meeks); (10) "Instructions for the Use and Care of Teachers" (Patricia H. Cook); (11) "Inservice" (Paula Calhoun); and (12) "Passing the Torch: The Role of Teachers in Recruiting the Next Generation of Teachers" (Shirley Davis-Chapman). (SI)

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THE PRINCIPAL AS ACADEMICIAN: THE RENEWED VOICE

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PRINCIPALS' INSTITUTE

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THE PRINCIPAL AS ACADEMICIAN:
THE RENEWED VOICE

A collection of essays written by principals who participated in the 1986-87 Humanities Seminar sponsored by the Principals' Institute. Edited by Brenda McAvoy.

Published by the Principals' Institute
Georgia State University
Atlanta, Georgia

c. 1987

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INTRODUCTION

The Principals' Institute, Georgia State University, in cooperation with the National Faculty, Emory University, sponsored (for the second year) a series of humanities seminars. The Humanities Seminar II (1986-87) focused on "The Evolution of Intellectual Leadership." The roles of the principal as philosopher, historian, ethnician, writer and team member were examined through the eyes of philosophers, historians and language scholars.

The 29 Atlanta-area principals chosen to participate in this program included elementary, middle and senior high school principals. Two central office staff also participated in the seminars. The participants agreed to prepare an essay of their choosing.

Twelve of the participants have contributed to this publication. The diversity in topics, style and design attest to the variety of interests of the participants.

A special thanks to the principals who contributed their work; Dr. John Paskus, project director from the National Faculty; Ms. Joyce Ringer and Ms. Mary Baker, graduate research assistants, and Ms. Diane Beal, secretary Principals' Institute.

Brenda McAvoy
Editor

A POSITION PAPER REGARDING THE EDUCATIONAL PROFESSION AND THE HUMANITIES

Ron Lane
Conley Hills Elementary
Fulton County Schools

It has become increasingly apparent during this decade that the vast majority of our public schools have evolved into what some have termed "cost efficient centers of learning." It is an undeniable reality of progress that change is taking place in every phase of our lives, but the radical move into the Wall Street/Madison Avenue type of mentality for the education of our most precious commodity, our children, is not only appalling but is philosophically disgusting.

The preponderance of paperwork that is required of both instructors and administrators is symptomatic of what is occurring. One suspects that there exists in certain central offices "think tank" types who feed and grow on the massive dissemination of forms to be filled out and returned within impossible deadlines.

Furthermore, exaggerated importance is being given to testing, retesting, and publishing of group test scores for all children of all grades--fall, winter, and spring. Our institutions of learning have been reduced to mere places of testing. The only thing that many of our children are able to do efficiently is to "bubble in." There is no denial that we must have instruments by which to analyze and remediate our pupils. The public has a right to know test results, but these reports should be presented in a clear, concise and non-media aggrandized manner.

Another by product of this age has been the proliferation of documentation. We, as educators, are compelled by both law and policy to document in writing (often in all types of multiple copies) each event that occurs.

About a decade ago when I was in graduate school, in a small class of about a dozen administrative aspirants, the professor poised a rather philosophical question to the group regarding the purpose of public education. Almost to the man the answer ran clear and strong "The purpose of education is so one can earn a living." Evidently this marketplace mentality has consumed persons at every level in our profession. Yet I must maintain now, as I maintained long and loudly then, that there is much more to learning than mere big bucks in the pocket. Life consists of much more than that which a man possesses.

As one grows older (and hopefully wiser) one cannot help but realize that our minds and memories are the ultimate storehouse for Judeo/Christian, Grecco/Roman, American/Southern traditions. These traditions--the majesty of our great literature art, and music are as vital to our children as the quantum equations of

balanced ledgers. By what means do we intend to warm the cockles of our souls in our declining years--by reading The Wall Street Journal?

Somehow we must negotiate a balance in all areas of education. Means and methods for surviving in the computerized age must be balanced with the humanities, which have sustained the very essence of our total being as persons of worth. Education and educators must resist the "kneejerk" reactionary syndrome under which we have operated far too long, and we, as educators, must give credence to all phases of learning and knowledge and, most of all, to the lives and future of children.

THOUGHTS ON THE PRINCIPAL AS HISTORIAN

M.C. Specht
Teasley Elementary School
Cobb County School System

In the Humanities II Seminar, "The Evolution of Intellectual Leadership," participants discussed the principal as writer, philosopher, historian, and ethnician. Perhaps the principal as historian holds the greatest fascination for me, because I am constantly amazed by the acid criticism aimed at education and by the rush to change in order to accommodate this criticism.

Must education always be a reflection of society? Must education, like Epanimondas, be always one step behind with yesterday's solution to today's problem? In looking at the history of American education, we seem to have bounced back and forth between meeting the needs of the nation and meeting the needs of the individual.

In the early days of America, schools came into being to meet the needs of religious settlers who wanted their children to read the Bible and to be steeped in the tenets of the church. Employing a traveling schoolmaster whose price was right (probably a room and meals at the local villagers' houses), those early community schools answered to a homogeneous population that spent its life in the same place. Schools answered to the community, not to the state and not to the entire nation.

In colonial America, organized schools, as such, did not exist in the South except for some notable institutions of higher learning. Children of the wealthy were educated abroad. Black children and white children from families of lesser status were needed to work; schooling was a luxury not afforded them.

Only after the Civil War was attention turned toward establishing schools for both blacks and whites of the rural South. "Separate but equal" schools began to emerge. The schools were equal--equal in poverty. The teachers were underpaid and the school year was very short. Again, schools answered to the rural communities they served since the meager financial support each received came from the community rather than from the state.

Schools which served and were supported by their own communities, served and pleased a limited number of people. Since the population was not mobile, expectations were set for each school and each school's limited number of patrons were free to make their school in their own image according to their own pocketbooks. The schools were truly a reflection of their societies.

Public school advocates were successful when it was finally realized that funds from the states were necessary if education was to be available for more than a handful of children. Money

from the state meant some relinquishing of local control, which was done with reluctance, but the acquisition of state money marked the beginnings of a formal system of education.

As schools have drawn closer and closer together through advanced communications, public funding, court decisions, and the mobility of today's population, they seem to be targets for increased criticism. In the heyday of railroads, schools were to be more competent if run like a railroad. In today's culture, we are told that the schools would be "perfect" if they were conducted like the corporate giants that are so efficiently making billions of dollars. We are trying desperately to reflect the society around us, but the society is one step ahead and we never seem to catch up.

Although in World War II blacks had fought and died for "freedom" just like whites, and although blacks, like whites, had held good high-paying jobs in defense factories, it took more than one court decision to strike down separate but unequal schools. Schools should have been in the forefront, not one step behind. Once more schools were reflecting a culture which believed there was an inherent inferiority in blacks. We are still playing "catch up."

We have gone from the 1930's progressive education which purported to educate a child for life by allowing him to pursue his own interests to the alarm of 1957 when the Russians put Sputnik in the sky. Then, we were taken to task by such people as Admiral Hyman Rickover for permitting our mathematics, science and engineering fields to deteriorate, thus allowing a foreign power to humble us. For a short while, we made all academic subjects "relevant" in order to keep America's youth in school. Following that, the phrase "rising tide of mediocrity" was used to describe schooling in America. Now we are suffering humiliation at the hands of the Japanese who have beaten us in production. The Chairman of the Board of Xerox Corporation reported to stockholders that schools were doing such a poor job that Xerox found it necessary to retrain recent graduates of our public schools.

We move one step behind. Society is constantly changing and we are continually being criticized because we can't change fast enough. We <u>do</u> reflect society, but historically education has not been able to change as fast as society. We take each bump as it comes and try to alter our flight plan. We try to use the latest technology without really knowing its advantages. We have been through the television classroom, team teaching, open schools, store-front schools, have placed emphasis on academic skills, on thinking skills, and back-to-basics all in an effort to modernize education. We change educational direction at the whim of the loudest, most politically powerful critic of the moment. We will teach youth about tobacco, drugs, sex, and AIDS because that is what society is telling us to do, and when things don't get better immediately, history has prepared us to bear the brunt of less than spectacular success.

Has education always been a reflection of society? A look at the history of our country and the history of education leads one to answer "yes." Whether education should continue to be a reflection of society or set its own course remains to be seen.

THE ADMINISTRATOR AS HISTORIAN

Jim Ovbey
Principal, King Springs School
Cobb County System

My first opportunity to participate in the Humanities Seminars with the National Faculty has been very different from what I had expected. Each seminar brought with it opportunities to listen to, as well as to contribute, thoughts and opinions on a variety of subjects, from philosophy to history. As each session took place, we were encouraged to visualize our own principalship experiences relative to the topic being discussed.

As we experienced the principal as historian, I had many flashbacks to my earlier school years. I am one of the few principals employed in the county in which he grew up and went to school. I moved from Atlanta to Cobb County in the mid-forties after attending kindergarten at Home Park School in Atlanta. My family moved to Cobb County on Lower Roswell Road, just above Sope Creek. A covered bridge was still used to cross the creek.

Once a person crossed the Chattahoochee River, coming down Johnson Ferry to Cobb County, the roads were dirt and gravel. At the intersection of Johnson Ferry and Lower Roswell Road was Mr. Saul's Grocery Store, Mt. Bethel Church and Mount Bethel School. The school's campus consisted of one large wooden building for fourth through eleventh grades, two other smaller structures for the first through third grades, and a cafeteria. There were also "out houses" for boys and girls. I remember Ms. Jay, the principal, would walk the playground looking for older students who had been smoking in the outhouse. The windows of her office were open and you could hear the paddle whack and the student "holler." I remember Ms. Brock my first year. I also remember Ms. Jewel Palmer, Ms. Annie Daniels, Ms. Lewis who drove a little black Chevrolet coupe, Ms. Murdock who used to work as a cook in the lunchroom and Ms. McCroary, my first year teacher.

Our friends from Atlanta had mixed opinions about our move to the country. They envied the quieter country life that we enjoyed, but just couldn't quite understand why we moved out so far from everything. Furthermore, the same group of friends had even more difficulty when we built a house seven miles further out, off Johnson Ferry Road, on a little single lane trail called Post Oak Road.

We were one of three families on this dirt road. The county did not have the funds to maintain the main roads, much less our dusty trail. My father, being a person who could stare adversity in the eye, devised a trailer with oil drums which he left at a friend's service station for depositing old "burnt" motor oil. When the drums were full, we would retrieve them, mount them on a trailer, and pull the trailer with his truck to the beginning of our road. There we would attach a horizontal pipe with holes in it, open up the spigot, thereby releasing the oil spray on the

road as he slowly pulled the trailer toward our house. The treatment helped reduce the dust and harden the road, making it easier for vehicles to travel, and lessen the dust inside our home.

I'll never forget Mr. Wigley, our bus driver. At that time, drivers owned their own buses and did their own maintenance. Mr. Wigley believed that bailing wire could fix anything. I remember many mornings literally "catching the bus," because the clutch "went out," and he could not come to a full stop. The kids would start hollering out the window to those waiting at the bus stop to start running in order to board the bus. Once you got on the bus and walked up the steps, a gallon can sitting on the floor beside the driver's seat greeted you. This was the can in which he constantly spat his tobacco juice. If you had just eaten breakfast, you felt that it was going to revisit you.

Mountain View Elementary School was the school to which Mr. Wigley delivered me daily. The school was constructed of brick, heated by pot-bellied stoves in each room, with pull chain lights from the ceiling and water fountains in the halls. The bathrooms were entered from the outside, but attached to the building. In cold weather, the water was cut off, or frozen in the pipes. When this happened, we had to use the ever-present out houses. Our water source came from a well at the principal's home, which was located on the school grounds. The early electric "sucker-rod" pumps were not reliable; therefore, as a school patrol, I can recall making many walking visits to a nearby grocery store (I. C. Powers') to get buckets of water. We were also allowed to serve cups of water at recess to our fellow students.

The janitor was a unique individual who lived under the school building next to the coal pile. He had a bunk bed, some cardboard boxes for clothes storage and an old chair on which to sit. I can recall him sweeping the oiled wooden floors, and hauling in buckets of coal to stoke each pot-bellied stove during the winter months.

Our principal, Mr. J. C. Powell, was not only the administrator for the building, but also the math teacher for the sixth and seventh grades. His wife was one of the cooks in the cafeteria. By the time I had gotten through the seventh grade, after many cake walks, box suppers, and school plays, a new high school for the northeast section of growing Cobb County was completed. Prior to that time anyone of high school age (who had not dropped out) from as far away as Mount Bethel Elementary School attended North Cobb High School in Acworth.

During my school days we had busing. You boarded a bus at the crack of dawn and did not return until dusk.

In retrospect, the Cobb County School System has really made dramatic advances since that time, thirty-five years ago. The system now has clean, well-equipped, modern neighborhood schools, well-educated and trained school personnel, a bus system that is

second only to the MARTA public system, and an indepth curriculum program that is admired throughout the state. Presently, as I reflect on the happenings of my past, I am also privileged to be actively involved in the ever-changing expectations and opportunities of students, teachers and parents of our school system today.

THE ETHICS OF COMPETITIVENESS
EXCELLENCE VERSUS SUCCESS

Linda Gruehn
Eastvalley Elementary School
Cobb County Schools

The eighties have been years of reform in the public schools of America. With this reform has come in-depth research into what makes schools "Schools of Excellence." Numerous lists and descriptions of these schools have been published. What started out as a noble cause--that is, the recognition of these schools--is beginning to develop a negative connotation.

There is a sense of elitism about such schools. More and more parents, when looking for new homes, want to live in an area served by such a school. As one principal of the recognized school said recently, "The most important person I need right now is a tour guide!" Another school in recent competition for national recognition did not receive this honor. The principal who should be proud of this school's many accomplishments has been put in the position of apologizing to the community for not winning.

As the Schools of Excellence project continues, so does the pressure to win and the feeling of embarrassment when it does not happen. This type of excellence carries with it the concepts of competitiveness and narrowness that are not conducive to positive experiences for anyone involved.

Now we are about to enter into another competitive situation--the career ladder for teachers. If test scores or "group productivity" makes the difference in a teacher's position on the career ladder, will only those teachers in elite situations succeed? What teachers will want to teach the low achievers or those with emotional and social problems? How can we isolate home environment, absenteeism and other factors in a student's life? Teachers will want students who can meet objectives on the standardized testing that will measure this group productivity. Teachers need to work cooperatively in what can only be described as a joint venture--the education of a child. Teachers should not be in competition with each other.

Excellence implies having winners and losers. We need to emphasize success in our schools. Successful schools are schools where all succeed--there are no winners and losers. Successful schools have a broader definition of what education should be. Nearly all schools have successful programs and projects of which to be proud. Recognition of all of these programs is not an impossible task for a local system. Each success should be recognized.

THE NEW WAVE
ETHICS TRAINING--CHARACTER DEVELOPMENT
HOW WILL YOU RESPOND?

Beverly J. Dryden
Gwin Oaks Elementary
Gwinnett County Schools

The New Wave

Jim Marin, newly appointed principal at Jackson Elementary, was beginning to get a routine established. The students and teachers were responding to his meetings. He was beginning to know them, and the students and teachers were beginning to know and trust him. Jim felt good about the relationships he was establishing. He felt good about the parents, about the students and teachers. But above all, he believed that the insecurity he felt in this new situation was beginning to fade away.

Jim arrived at his school Monday morning, a thousand thoughts in his mind. He had before him a list with nearly that many things to do; call maintenance because of a leak in the cafeteria dishwasher, write a letter to the PTA thanking them for the welcome gift, call the curriculum director asking about an inservice for the fourth grade teachers. As he entered the main office, which was busy with telephones ringing and students calling home because they had forgotten their homework or lunch money, the secretary asked if she could see him for a minute. As they stepped inside his office, the secretary said, "Jim, I want you to know and be prepared, because there is a group who is coming to meet with you concerning the teaching of ethics. They will be here at 10 o'clock this morning to request that Jackson Elementary be a school in which ethics is taught."

Jim, who had planned that day to talk with a select group of teachers about the new language arts adoption, would have to postpone these planned activities to listen and respond to these concerned citizens. His preparation time for the meeting was limited, but he could listen to their requests and then schedule a follow-up meeting.

The group of citizens arrived at 10 o'clock. The citizens included two PTA members, one minister, two volunteers who worked in the school library and a member of a newly formed group called "Ethics in Education Committee."

After the introductions and a few courteous remarks, the group began to talk about their requests. They asked Jim if such values as honesty, generosity, kindness, helpfulness, tolerance, fairness and industry were being taught in this school. Jim responded by saying that while there was no formal class for this, teachers and students did work on these values. He cited the report card information, children being given a grade in conduct, as an example. Such behavioral traits as showing self control, having good manners, working and playing well in a

group, and being responsible in completing assignments were values for which grades were assigned each six weeks. He also indicated that the student handbook had rules for student responsibility. Students at Jackson Elementary were encouraged to display these behaviors at all times: responsibility, concern for others, and cooperation. These rules, if broken, had consequences. Jim indicated that several of the rules applied the values the group wanted taught. They included: being honest, finishing work, demonstrating respectful behaviors and no fighting. While the comments that Jim made were important to the group's understanding, they still weren't satisfied. The members wanted all teachers to teach and attempt to instill the values they described.

Jim informed the group that he would need to study their proposal further, and would not make any comments, at this time, either pro or con, concerning their request. While their request seemed legitimate, Jim, at this time, didn't see a need to add another course to the already burgeoning curriculum. He also felt his teachers and parents were already doing a good job in trying to develop character in students. However, as he had promised, he agreed to meet with the committee in two weeks to discuss the matter further.

A Closer Look at Ethics Training

After the group left, Jim decided to take a closer look at the area of ethics education. He wanted to find out what kinds of behavior (values) were included when people talked about or taught ethics.

He started with the definition. According to Webster's Seventh New Collegiate Dictionary, "ethics is the discipline dealing with what is good and bad and with moral duty and obligation." Ethics are principles of conduct governing an individual or a group. Character, according to the same source, is the complex of mental and ethical traits marking a person, group, or nation.

Jim began to ask himself, "What are the most important ethical traits that, if displayed at this school, would identify us as having character or moral excellence?" He knew that what people do, and even more, what people aspire to do is significantly shaped by their values. These values help to shape goals, plan actions, and select responses in a given situation. Jim also knew there were many ideas as to which traits were the most important. As he researched the topic, he decided to list those traits most frequently mentioned. This would help him in presenting his position.

He found that a child development project in San Ramon, California (1986) combined character development with academic achievement and included such qualities as concern for other people, a concern for balancing one's own needs and rights with those of others, showing responsibility, and working hard.

Jim talked with school officials in Paulding County, Georgia. He found that they had been teaching ethical behavior to students since September, 1986. The program, based on a curriculum guide from the American Institute for Character Education, includes teaching right from wrong and discussing how children can become good citizens. The program emphasizes courage, generosity, kindness, tolerance, helpfulness, honesty and justice. The Paulding County official indicated that nothing in the course related to religion.

In an Atlanta Journal and Constitution article appearing on January 11, 1987, James Kilpatrick indicated that school people could learn some things about character development from Japan's school system. He stated that moral education began in the first grade. Pupils are instructed in the importance of order, cooperation, thoughtfulness, participation, manners and respect for public property. They are taught endurance, hard work and high aspirations. Parents are expected to reinforce the schools' training in punctuality, neatness and respect for authority.

If your child were a third grader in Japan, commented Kilpatrick, he or she would spend 20 minutes after lunch cleaning and sweeping the hallways and classrooms, an activity deemed important for character development.

Santa Clara, California Unified School District (1986) teaches moral and ethical responsibility through a program titled The Big R, Responsibility. Included are such values as honor, integrity, honesty, justice, patriotism, courage, self-discipline, rectitude and courtesy.

In the Sarasota Herald-Tribune's December 26, 1986 issue, letters to Ann Landers, a reader indicated that virtue, honesty, integrity, decency and morality are needed now more than ever if we are going to develop people of character.

A Washington conference on values education, sponsored by People for the American Way was described in the April 15, 1987 issue of Education Week. Several leading national education experts agreed that public schools should make a concerted effort to teach values and ethics if American society expects to maintain its individuality and freedom. The experts went on to say that students should be given extra doses of morality in school in order to grow up responsibly. According to the article, Bill Honig stated that the democratic way of life depends on the willingness of large numbers of individuals to behave according to high ethical and moral standards.

John Buchanan, chairman of People for the American Way, stated, "If our grade in civics is measured by our voter turnout; if our grade in civics is measured by how well we know the Constitution; if our grade in civics is measured by the ethical standards of public officials; then we might all be lucky to get an incomplete" (Education Week, 1987). He further stated that ethics education must include teaching respect for the U.S.

Constitution and the civic values Americans extol. Buchanan concluded that the values of freedom, democracy and individual liberty are an important part of ethics education. Most of the people who attended the conference agreed that values should be taught as an integrated part of the curriculum, not through a formalized class on ethics but through emphasizing ethics in all courses.

It was also reported in the April 15, 1987 issue of Education Week that former Secretary of Education Terrell Bell said he favors the teaching of morality and ethics in schools. Although religious doctrine does not belong in the schools, Bell said, teachers should not shy away from instilling a sense of moral values in children. Bell went on to say that values related to the ideals of liberty, justice and responsibility should be taught. If students know and understand the values, then it is easier for them to operate in our society.

In addition, according to Education Week (April 15, 1987), a panel of six textbook reviewers sharply criticized the quality of textbooks on American government and civics. The study of 18 top selling texts concluded that most texts overemphasized discrete facts, avoided controversial issues and failed to urge students to "use what they learn."

Jim knew that if he were to plan and act rationally, he needed to be as clear as he could be about his own values. He had not thought hard for a long time about the values he cherished, the conflicts that may exist among them and the consequences of acting on some of them. He knew that he must do some thinking about this before he met again with the citizens of his community.

After studying the information, Jim listed those values that were consistently mentioned. Following is that list of those frequently mentioned values:

* Helpfulness/Cooperation
* Responsibility
* Kindness
* Honesty
* Justice
* Generosity
* Tolerance
* Liberty/Freedom
* Courage
* Hard Work

Other values mentioned less frequently, included:

* Balancing ones own needs and rights with those of others
* Order
* Participation
* Respect for Public Property

* Endurance
* Patriotism
* Honor

What were Jim's values? Fairness, honesty, courage and dependability were four values he tried to live by; values which were consistent with the ones that he had studied.

The Response

Two weeks passed quickly. Jim was ready to meet with the citizens who wanted to establish an ethics program in his school. He would respond by talking about the citizenship awards that he gave to each class each six weeks in an assembly. These awards included the Golden Feather Award for showing concern for others, The Mighty Oaks Award for showing responsibility and The Principal's Award for showing cooperation. Charts that teachers displayed in their rooms emphasizing these values, along with the names of the children who had received these awards, would also help to ease the concerns of these citizens. He would also show them the Student Handbook and its section on Student Responsibility. He would stress that this is a teaching tool for the teachers. Jim knew that the information from the study that he had just completed would be a good comparison with what was already being emphasized at Jackson. Following is a comparison.

Comparison of Values Emphasized

Values	Information From Study Emphasis	Jackson Elementary Emphasis
Helpfulness/Cooperation	x	x
Responsibility	x	x
Kindness	x	x
Honesty	x	x
Justice/Fairness	x	
Hard Work	x	x
Generosity	x	x
Tolerance	x	x
Liberty/Freedom	x	
Courage	x	

Will Jim be successful in satisfying the concerns of these citizens? Has Jim done enough in emphasizing ethics at Jackson Elementary? This new wave of interest from the public is yet another concern to which public school people must respond. If you are a principal, these questions must be asked. How will you respond to this new wave of public concern? Will you be ready to respond to people concerned about ethics training and character development? How will you answer?

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LONELINESS IS A FEELING OF WITHOUT

J. Carla Northcutt
Oakwood High School
Cobb County Schools

Mrs. Brand had not understood the scene that lay before her. To her he was simply a young man late for class, but she knew enough to send for help. When I reached David, the blood had already dried, the cuts on his wrist not deep enough to do any permanent damage, but deep enough to cry for help. Deep inside, the cry of frustration, depression and loneliness had found its outer expression through a rusty razor blade.

Mrs. Collings interrupted my conversation with a student outside the office: "I think that we have a suicide attempt somehwere in the building happening right now!" The note that she had been shown by another student had told of depression, a sense of futility and loneliness, and a desire to end her life. When I found both young women, they were sobbing, mascara ruining their cheeks. After an hour of crying and talking and more crying, Marlene decided that today wasn't a good day to kill herself in the school restroom.

That's two of four hundred of my little flock of lost sheep. How many more are there that I don't get to that harbour the same fears, are haunted by the same existential loneliness that finds its final victory all too often in the blood of teenagers flowing from split wrists and in lungs choked with exhaust fumes from the car locked tight in daddys' garage.

Loneliness doesn't get any better. There is no cure for being a teenager. The disease of seventeen has its own set of symptoms, one of which is fear of rejection and its resultant alienation. "How do I communicate; does everyone feel like I do; why does it have to hurt so bad; why is life so uncertain; will the world be here tomorrow; why bother? "Their emotional life is lived in superlatives, while their actual day-by-day experiences are drab by comparison. The questions which they ask are not necessarily teenage questions, but most adults have, at least, begun answering them or have realized that answers are perhaps not as crucial as the questions.

The paradox of loneliness is that it is very personal and private, yet it is universal and timeless.

The following definitions of loneliness were written by juniors and seniors in high school.

* The need for companionship overwhelms. It is to be alone that an individual strives for, but often he mistakenly achieves loneliness.

* The shy type of person really should not be lonely. There is no excuse for not mixing with other people, if

there are other people. If there are no other persons around, loneliness could be a terrible experience. Not being able to talk to people and not being around people can really do things to people. If he is alone for a long time it could change the whole life of a person. Maybe it is a good change or maybe it's not good.

* Loneliness is an empty feeling all over, not just in the head or the stomach, but all over.

* Loneliness is an intangible concept but as humans we feel it as if it were tangible. You can be lonely in the midst of many. Loneliness is an attitude within yourself.

* Loneliness is the thoughtless work of others.

* Loneliness is a time of sorrow with no sympathy. It is a time where there is no help from the outside world. It is a time when one must look inside himself for help.

* ...loneliness is the state one is in which he himself has not determined.

* Alone. Alone with myself. Alone to look back on the day when I was with somebody to help me solve my problems. And now I have to decide for myself. I sit and look at the sky. I talk to God. I wonder and worry about my future, and the future of those who will come after me. Will they see that sky? And death. In my loneliness I think of death. After I die will I always remain in my cold, dark, lonely state? Or is eternity happy and bright like they say? I am frightened of loneliness. It's not the lack of companionship; it's what I might discover in my loneliness that will not please me.

* Loneliness is going back to your home town and finding that everybody has moved.

* Loneliness is having to walk instead of going in a car with some of your friends.

* Everyone needs to be alone
once in a while to let his
thoughts and ideas settle
in his head. Sometimes
people are alone too long;
they become people of a
different world and time.
Their insides ache for a
nice word from someone.
A kiss from a stranger.
Someone to hold and say
You are me and I am a
part of you.

Life becomes a thornbush
with the thorns getting
sharper while it grows
around them. They become
isolated from life and love.

* Darrell...Age 18

Loneliness now days doesn't really have a place in my life since I met Jesus. When He came in He came in to stay. He's <u>always</u> there when I need someone to talk to. "I'll never leave you nor forsake you!"

* Scott...17

Companionship cannot cure this kind of loneliness. It lives inside me and will never die.

* Helen...Age 18

Loneliness is an emptiness
deep within
that spreads ever outward
engulfing the self.
It is believing you've
been deserted by a friend.
It is being left alone
in a large classroom
taking a long test
after school.
It is the feeling of looking out
over a desolate wilderness
where no one has ever been before.
It is walking through
a dark, deserted building
with the weight of years
pressing on your mind
weighing you down
spreading the emptiness
outward.

* Mike...Age 16

There is a kind of loneliness that old people have. Like when they are in an old folks home and no one comes to visit them. They just sit in their rooms, staring at the walls, not doing a thing. Believe me, loneliness is a bad feeling and no one wants it."

* Karen...Age 17

Loneliness is a sad thing most of the time. You almost feel as if you are unwanted. At times it helps to be lonely, but I can't think of many.

* J. Carla Northcutt

An old man said, "Speak to us of loneliness.
Loneliness is but your soul longing for the sunshine.
Loneliness is the world's heavy emptiness pressing
on your heart.
Loneliness is the sorrowful sadness of aching despair
and the pain of remembering.
Loneliness is your very self, being untouched by
the world's self.
Loneliness is the dark night of grief shattering
your heart.
Loneliness is the white of nothing.

BASIC BELIEFS

Michael Cooper
Morningside Elementary
Atlanta City Schools

As an administrator of an organization in the public sector, one of my responsibilities is to best utilize resources, both human and material, to achieve a goal or goals. The management style that I employ to achieve stated or implied objectives is a basic ingredient affecting the degree of success I will realize. But what about a basic philosophy upon which to base my management style? Allow me to provide a brief explanation of my present thinking in this area. This thinking will impact on how I proceed both in my personal and professional life.

My basic philosophy stresses two key principles. The first is related to the concept of utilitarianism as discussed by Jeremy Bentham and John Stuart Mill. Basically, the theory holds that we should act so that in all that we do we maximize the greatest possible balance of good over evil achieved in the world. The second principle is that of justice. The principle of justice addresses the question of the distribution of good and evil mentioned above. I ascribe to the following concept of justice: Treating people equally does not mean treating them identically. Nor does it mean making their lives equally good or maintaining their lives at the same level. Justice, in my view, does not require this. Justice does call for each person to be asked to make the same relative contribution to the maximization of goodness in accordance with his ability. In this respect, men are not equal since they are not equal in their capacities. This justifies for example, giving extra attention to handicapped people.

Thus, I believe, we should strive to maximize that which is good in the world while keeping in mind the concept of justice as outlined above. By so doing, each individual contributes to his own and others happiness. One basic assumption should be mentioned at this point. People are normally free to do as they choose within certain parameters. I do not support the fatalistic notion that what we do is wholly controlled by something which is independent of our choices and desires. The following limerick from William K. Frankena's Ethics explains this belief:

> It grieves me to think that I am
> Predestined to move
> In a circumscribed groove,
> In fact, not a bus, but a tram.

We are limited by factors such as environment, intelligence, physical health and experience, but we do have options available to us. Limitations can be overcome.

My philosophy of management is naturally influenced by personal philosophy toward life. With the above in mind, it is possible to proceed to a discussion of important ingredients in my management philosophy.

As an administrator in the field of education, it is easy for me to argue that the maximum good is aided by our school utilizing its human and material resources to maximize goal attainment. I believe that education is the foundation of one achieving his potential and thus maximizing his contribution to society. Thus I believe I should act to help our school make things happen, not just watch things happen.

How to deal with possible conflict between individual and organizational goals is an important practical issue to be faced. Some suggest that employees be judged solely on how their behavior affects their ability to do their job. This seems to suggest that the manager should not become involved in the employee's personal problems, but should let the employee know when his performance is not what it should be. While this may seem hard-hearted, it may be the best idea. Such action certainly seems to work toward maximizing the organizational goals. However, when measured against the principle of justice, such action seems to be less supportable. This issue certainly warrants further thought and investigation. I do agree that the employee should be kept appraised of his performance--both good and bad. This is in the interests of the organization and the employee.

Another important ingredient in my management philosophy is the role played by reason. I value the use of reason over an emotional approach to making decisions. The various functions of management (problem identification, planning, organizing, evaluating, etc.) should be handled by reason rather than emotion. I associate reason with rationality and emotion with irrationality. I do realize that many of the key problems of the day are settled by employing emotional techniques. Sometimes the best decision is made. However, I believe that the use of reason enables the best decision to be made more often. As Frankena says, "We must not let our decision be affected by emotions, but must examine the question and follow the best reasoning." I believe this will contribute more to the maximization of good in the world. In addition, justice is more served by the use of reason than by emotional appeals. I try to practice this belief in my dealings with those who work with and for me, and also when making decisions. Finally, I realize and grant the importance that emotion can have when it comes to implementation of ideas, plans and programs. Given the nature of the human animal this is a reality we must accept and use while recognizing the frequent excesses that can occur.

That the manager must deal with a plethora of different situations and must assume multiple roles is another important ingredient in the development of management philosophy. This has been mentioned by Mintzberg in <u>The Nature of Managerial Work.</u>

This calls for two traits not yet mentioned that would facilitate dealing with this kind of an environment--flexibility and a high frustration level. Mintzberg and others substantiate this when they distinguish between different kinds of organizational decisions--opportunity decisions, problem decisions and crisis decisions.

Another comment relative to management philosophy should be mentioned. I believe that circumstances and situations have an influence on how successful a manager will be. I don't adhere to the widespread American belief that success in one area means a person will necessarily be a success in another area. That there are characteristics of successful managers I don't dispute, but I would have to allow for situational and circumstantial factors more than would many people. Some situations allow the manager to be a KITA type (Fredrick Herzberg's phrase for the "kick him in the pants" style manager), while this approach would fail miserably in another setting. The wise manager knows which approach to adopt and to what degree. There are not either/or's, just varying degrees of behavior.

In summary, I have attempted to reflect on my present thinking relative to my management philosophy as influenced by my basic philosophical beliefs. It seems advisable to note that decisions or actions that contribute neither to maximizing nor to optimizing the good in the world should be avoided. To the extent that they also impact unfavorably on the side of justice only lends further argument for their rejection.

EDUCATION FOR WHAT? KRISHNAMURTI'S VIEWS

J. B. Mahon
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Gwinnett County Schools

Numerous commissions have issued their reports. We must reform American education. Superiority in space was the Sputnik battle cry in the late fifties. Economic survival and, we hope, superiority is the watchword of the eighties.

As a result of the humanities sessions of the Principals' Institute and some concurrent reading, this writer is now asking, "Education for what?" The thoughts of J. Krishnamurti, Indian savant, provides a source for reflection on educational purpose:

> Education in the true sense is helping the individual to be mature and free, to flower greatly in love and goodness. That is what we should be interested in, and not in shaping the child according to some idealistic pattern.[1]

The contrast between the current reform efforts and Krishnamurti's thinking is both complementary and antithetical. Obviously, if a person is to be a productive member of the social unit, he/she must be educated for an occupation. It is antithetical in that Krishnamurti believes that we must do far more than educate the person just for an occupation, job or career. Since the shakers and movers in educational reform stress productivity to the exclusion of focus on process, Krishnamurti's beliefs can serve as a foil for reflection on educational purpose.

Krishnamurti instructs us with regard to our educational sins of omission. Man is more than a mere cog in the economic machine. There is more to life than sheer economic survival. The struggle for economic superiority wreaks havoc upon man and the universe. Economic superiority is but a more sophisticated form of the greedy acquisitiveness which has led to countless wars.

Krishnamurti too believes that we must reform education if we are to survive and thrive on Spaceship Earth. For him, education is, first of all, education for intelligence. Intelligence goes beyond the simple acquisition of knowledge. Intelligence enables a person to see things as they are, not as they should be:

> Surely education has no meaning unless it helps you to understand the vast expanse of life with all its subtleties, with its extraordinary beauty, its sorrows and joys. You may earn degrees, you may have a series of letters after your name and land a very good

> job; but then what? What is the point of it all if in the process your mind becomes dull, weary, and stupid? So, while you are young, must you not seek to find out what life is all about? And is it not the function of education to cultivate in you the intelligence which will try to find the answer to all these problems? Do you know what intelligence is? It is the capacity, surely, to think freely, without fear, without a formula, so that you begin to discover for yourself what is real, what is true; but if you are frightened you will never be intelligent. Any form of ambition, spiritual or mundane, breeds anxiety, fear; therefore ambition does not help bring about a mind that is clear, simple, direct, and hence intelligent.[2]

Education for intelligence enables a person to understand that existence is related to other human beings, indeed to all of creation:

> All this implies the understanding of our responsibility to one another in relationship; but to understand our responsibility, there must be love in our hearts, not mere learning or knowledge. The greater the love, the deeper will be its influence on society. But we are all brains and not heart; we cultivate the intellect and despise humility. If we really loved our children, we would want to save and protect them, we would not let them be sacrificed in wars.[3]

Education for intelligence dispels the fear which makes freedom unattainable. Fear is the product of thought and psychological time. Psychological time looks to what should be as opposed to the perception of what is. The intelligent person understands life now.

Freed from adherence to what should be, the intelligent person can perceive what is. This is the revolt, the reform, which is necessary if mankind is to survive and thrive. Indoctrination of any kind gets in the way of that creative thought which characterizes the intelligent person who sees things as they are, that is, anew:

> The hope of a new world is in those of you who begin to see what is false and revolt against it, not just verbally but actually. And that is why you ought to seek the right kind of education; for it is only when you grow in freedom that you can create a new world not based on tradition or shaped according to the idiosyncrasy of some philosopher or idealist.

> But there can be no freedom as long as you are merely trying to become somebody, or imitate a noble example.[4]

An obsessive concern with results, productivity and test scores bespeaks competition which stresses the separateness of man from man and from creation:

> All relationship should be mutual education; and as the protective isolation afforded by knowledge, by achievement, by ambition, only breeds envy and antagonism, the right kind of educator must transcend these walls with which he surrounds himself.[5]

Our challenge then is to go well beyond education for economic survival and superiority. We are ill-serving our youth if, as parents and educators, we stress education only for economic success. We need to make sure that we also educate them for intelligent living so that they perceive what they are in relationship to one another and to the whole of creation. Trained in intelligent thinking, our graduates, freed from rusty formulas and crusty recipes, can revolt in order to create the world anew.

Is all this just the unrealistic ramblings of an Indian guru who does not understand the realities of modern economic life? Or, are these the thoughts of a wise man who is giving us a vision which will ennoble us? If we agree with the former assessment, let us continue to train cogs for the economic machine. If we accept the latter premise, let us make sure that we educate the whole person, for intelligence living is interrelationship.

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A LITTLE OF KNIGHT'S STORY

Burrelle S. Meeks
Knight Elementary School
Gwinnett County Schools

What makes an elementary school the kind of school that even the real estate agents rave about? What makes an elementary school the kind of school that people smile at when they ride by in cars? What makes an elementary school the kind of school that welcomes visitors at any time during the day? What makes an elementary school the kind of school that wins a 1987 Georgia School of Excellence Award?

From the day the very first brick was laid, this school, Knight Elementary, has been loved, and it seems to love back. The school sits on the top of a small knoll behind two giant oak trees and looks lonely when the parking lot has only one car. The school seems to be more vibrant when the big yellow buses pull into their spaces and stop to let the students unload. But, what makes Knight Elementary School special?

Our school is more than a building filled with students, teachers and their materials. It's the stories that are told about it and its community. Stories are an invaluable part of any school's culture, and the stories told about Knight seem to give it a distinct personality. Stories like this one told about a "special" student by a teacher of our Mildly Mentally Handicapped Class.

"Anna was a six year old girl with long sandy blond hair, always held in place by two colorful barrettes; she was short and stout in stature and wore big round glasses. She was always impeccably clothed in cute little dresses or stylish long tunics and knit pants. Anna was quite a character with a unique personality which had quickly endeared her to everyone. Whenever she walked through the cafeteria a chorus of "Hello Anna!" always followed her."

"Friday was Anna's last day; she was moving to Nashville, Tennessee. News of Anna's move spread throughout the school. Many students brought cameras to take pictures, made special cards, or simply came to say good bye to Anna. Tears were in many eyes as the final hugs were given."

The teacher continued. "Isn't that what it's all about? Our being at Knight? Seeing the camaraderie between normal children and our very special children?"

Another teacher related stories about her "special" classes.

"In one class it seemed that none of the kids liked each other. They fought and tried to make each other cry. Another class enjoyed each other so much that we seemed to laugh all the time. Still another class was so quiet that my teammate would

actually open the dividing wall to see if we were still there. And my first second grade class--the sweetest bunch of kids ever put together!"

The stories are sometimes about sad times.

"One young student worked hard to earn a small motorcycle. On the Christmas morning that he was learning to ride it, he was struck and killed by a car passing his driveway. Our loss was compounded by the fact that his mother was a teacher at Knight."

Another teacher relates, "Our first Media Specialist and her love for books continue to fill our memories long after her losing battle with cancer. I remember how she loved Frog and Toad and taught me to love the characters too. She tried to convince me that I really liked Abel's Island, but I couldn't make it through the book. I finally read it after she died, and then I knew why she liked it so much. She loved our school and our children. The Media Center continues to be filled with memories of her."

The teachers also remember funny stories about themselves, about each other and about the school.

"My career at Knight began in a temporary trailer teaching 30 second graders. Memories abound from my Open House on Curriculum Knight in a non-air-conditioned trailer to the time my wrap-around-skirt decided to unwrap in front of my students."

Another teacher notes, "I guess the main memory I have is about the year twelve teachers were pregnant. It was so exciting because we had all started teaching at Knight without children. The big joke (even though trite) was that there must be something in the water!"

Following are other humorous recollections.

"One teacher got locked in one of our courtyards late one afternoon. She was the only one in the building at the time so she had to break a glass window to get in."

"Two teachers decided to cook a Christmas breakfast with their fourth grade students. They had several electrical appliances in use and kept blowing fuses. (With fuse blowing came the firm alarm signal!) Finally, they sent "Moms" all over the building to cook. They never tried to do that again."

"One teacher had been playing on the faculty volleyball team from the beginning of the team. Their best year was the year a teacher's husband "joined" the team. In fact, he was the team! They got really good at getting out of his way. This past season, the team didn't win any games but they still had a good time."

There are scary stories.

"One afternoon, as we began to load the buses, we had a tornado warning. Quickly, we unloaded the buses and assumed the tornado position inside the building. The electricity was off. The school was dark. The students were frightened and the parents were worried. They began coming to the school because the telephone lines were down. For two hours, we sang, told stories, and watched the sky. Fortunately, we were spared and can now laugh and remember the unquotable quotes of the children."

There are animal stories, too.

"A parent left two goats in the school yard for the principal's Valentine's Day present one year. She name them Beau and Sweetheart. The next year she brought the kid, Lov-E, to school. The students enjoyed giving her a bottle and petting her until she jumped into the principal's lap and went to sleep. Franklin, a big lovable rabbit, lives in a first grade classroom. He has his own mailbox and receives letters daily. The fifth graders are using chameleons in their science lessons. They extend the lessons by petting and stroking the animals during their free time. The first and fourth graders have made money to sponsor animals at Zoo Atlanta. We have two red tailed hawks there now."

Knight Elementary School, a school which has had three different principals, six different instructional lead teachers and hundreds of teachers and students live within her thirteen year old walls, continues to thrive in the warm love that abounds in and around her very special community.

If her walls could speak, I wonder what other stories she would share!

Contributing Teachers:

Kay Childs
Julie Taylor
Sharon Mahan
Janis Ivie
Ruth Witmer
Fran Tesche
Holly Dignan
Kathy Straughn

INSTRUCTIONS FOR THE USE AND CARE OF TEACHERS
(If conscientiously maintained, teachers should provide many years of dependable service.)

Patricia H. Cook
Murdock Elementary School
Cobb County Schools

Of all the characteristics of effective schools, one element is indisputably the key--good teachers. With quality teachers in place, all other things will follow.

We must choose our teachers well. Given the basic credentials for instruction, it is more important that a teacher have desirable personal characteristics than that she possess an extensive repertoire of teaching strategies or a great deal of experience. A competent, caring teacher will quickly acquire the skills she needs. It is doubtful that a person who lacks basic social and personal skills can ever be convinced of a need to change.

Listening to our teachers is essential. We can trust them. They are usually in the best possible positions to make recommendations concerning students, programs, and organization for instruction. While it is clearly our duty to provide direction, to encourage, and to support, we must be careful not to impose our own needs. Teachers are at least as anxious as we are to meet the needs of children. We should never suppose that we possess all the answers, and that teachers are only able and willing to perform their duties if we give them detailed instructions and monitor their every move. Generally, we should convey to teachers <u>what</u> needs to be done and then allow them as much freedom to determine <u>how</u> to accomplish these goals as law, school policy, and consideration for others will permit.

Modeling the behaviors we expect from teachers will greatly increase the likelihood of these behaviors occurring. Individuals can give only what they have. If teachers have received respect from us, it will be much easier for them to pass respect on to their students. The same applies to patience, good humor, a tolerance for honest mistakes, a willingness to be helpful even if it's personally inconvenient, an enthusiasm for learning, and a sense of joy in unexpected small pleasures.

We must appreciate and recognize our teachers. There is much true greatness evident among those who help to shape the destinies of our children. Most teachers are self-directed and highly motivated. They derive satisfaction from the small successes they observe daily with their students and the sure knowledge that they have made a difference in this world. Even those teachers who are not great by most standards can become better and will be more than adequate when they are helped to see their potential for good and to recognize the value of their contributions. They can be stretched and challenged to realize

more fully the impact that they have on the lives of children and to do their work with a greater sense of pride.

The most important things that happen in our schools are those which occur between teachers and children in classrooms. It is there that the job gets done--or it doesn't. Teachers are the ones who determine ultimate success or failure. For our children's sakes, teachers need to be respected, given opportunities for growth, nurtured and cherished. And that, my friends, is up to us!

INSERVICE

Dr. Paula Calhoun
C. W. Hill Elementary School
Atlanta Public Schools

The Principals' Humanities Seminar provided an opportunity to participate in stimulating activities with other school leaders with similar interests. As a result of being involved in the institute, there were reflections on inservice training, how it is being practiced in this community, and the existing need for change.

In 1984, IBM made available a training program for principals and administrators. This training program was offered in the same tone as the program their executives attend. The session was conducted in a very comfortable lodge in Connecticut. The only expense to the participants was transportation to the facility.

After arriving, the educators were greeted by the IBM staff, who provided an orientation and an overview of the week's events. The first order of business was to talk about the participants' welfare. The staff informed everyone where the exits were in case of fire, how to reach a doctor, a hospital, and a pharmacist in the middle of the night. The next order of business was to identify recreational and exercise facilities that they hoped the participants would use daily to balance the mental work that would be going on in the conference. The concern for people that IBM is known for, was evident throughout the educators' stay. IBM's belief is in taking the very best care of their employees, so that they, in turn, will take the very best care of their customers. This belief was a theme throughout Thomas J. Peters' and Robert H. Waterman, Jr.'s book, In Search of Excellence, describing successful U. S. corporations.

What Does the Atlanta Public School System Do About Inservice?

In the Atlanta Public Schools, there is a department devoted to inservice for teachers and administrators. Both groups are surveyed from time to time to determine perceived needs. A reading, math, and microcomputer center is available year round for inservice. Staff development money is available to hire substitutes while teachers attend these clinics. Courses offered by the school system are available also, after school, for teachers needing increment credit.

The Atlanta Public School System has a recreation center where employees can participate in exercise programs, work out with weights, run or play various sports. The superintendent of the System, Dr. Alonzo Crim, promotes good health for all of the employees and was the prime mover in establishing the health center. Dr. Crim is slim, and is a twenty-mile runner. Even with an exceptionally busy schedule, he manages to exercise on a regular basis. His underlying philosophy is that educators

should balance their lives with both work and recreation so that they look better, feel better, perform better, and in general, improve the quality of their lives.

Another kind of inservice available in the Atlanta Public Schools is provided by Dr. Elizabeth Feely, the Area III Superintendent. Across the top of every agenda for her principals' meeting is written, "Learning Other than from a Textbook." At each meeting after the business of the day, principals are introduced to someone they might never have had the opportunity to meet. Dr. Feely has taken principals to the Atlanta Botanical Gardens, Callaway Gardens, the Ragsdale Science Room, the planetarium, the North Georgia Mountains for a retreat, the Jacob Lawrence art show, the spectacular Chinese Art Exhibit and to hear authors, photographers, musicians, dancers and artists talk about their lives and their work. She recently arranged for principals to tour the Governor's mansion and the Southern Center for International Studies.

It is not that principals do not go or have not already gone to some of the places that Dr. Feely takes them. What is different is that they get to meet and talk with the administrators of the facilities. The visit to the Southern Center for International Studies was such a visit. After meeting the officials, the principals had coffee and cake decorated with daffodils, served on the finest china. The idea is for the principals to return to their schools, have a similar inservice for their teachers and let them know ways students can learn other than from a textbook. The principals go back with a feeling of having been treated as very special persons--uplifted and knowing someone cares about them.

Those are examples of ways successful inservice programs are conducted in the Atlanta Public Schools. But what are some of the challenges for the planners of inservice that remain?

The Biggest Inservice Challenge

One of the biggest inservice needs in the Atlanta Schools now and in the coming years will be in the area of science. A disproportionate number of teachers and principals are over forty years of age. They have had a limited exposure to science, perhaps only one course taken twenty years ago.

National surveys indicate that schools in the United States are not producing enough trained scientists, engineers, technologists, and computer scientists to meet the future, or the present, economic and military needs of our nation. Within our state and region, the problem is becoming critical in attracting new industries and personnel for rapidly changing technologies. Additionally, many scientists and engineers believe that more students would consider science or engineering as careers if they had opportunities and greater encouragement at the elementary school level to experiment with and learn science concepts.

In science, teachers need updating in both content and in methods. Teachers appreciate consultants who lecture but they would rather observe a consultant teach a group of children. When a consultant uses a classroom of students to get educational ideas across, the teachers find that consult believable. Teachers like to see them handle all of the events and problems that normally occur in a classroom setting. If the consultant can do that and impart new information to the students too, the teachers will be eager listeners and will try the recommendations. Therefore, one way of planning science inservice for teachers would be to find science professors and consults who are worthy of praise from teachers and children.

What can be done to solve this problem? One solution is offered here. It would provide the opportunity for the universities and the local school system to work cooperatively on planning a science inservice program. The program could coordinate the curriculum expectations for each grade level with those of the local system and of the state. The plan is as follows: On school time twice a week, a science professor would go to a selected elementary school which represents a cross section of the children in the system. He or she would teach an hour science content class to the lower elementary teachers, kindergarten through second grade. This session would be videotaped. While the teachers were being instructed, their children would be with qualified substitute teachers. At the end of each content class, one class of children would be brought to an observation area and instructed in science by one of the dynamic science consultants while the lower elementary teachers observed. Again, this session would be videotaped. After 45 minutes when the demonstration ended, the classroom teachers would return to their respective classes to teach science to their students. The consultant would move from class to class to observe the teachers teaching and provide feedback again, with the camera following.

This procedure would continue twice a week with the teachers learning content, seeing it demonstrated with children and then having hands on experience with their own children and being given feedback on their performance from the science consultant.

This same procedure would occur for the upper elementary teachers. The science content class would be the same as had been for the lower elementary teachers, but the teaching demonstration or methods class with the children would differ only according to the spiraling curriculum.

When the teachers have finished their last science methods, observations and content classes, they would take a test designed by the university science professors. If the teachers pass the test, they would be given university credit.

One of the unique features of this type inservice would be that teachers could receive credit on school time. There seems to be some problem of letting educators do this. As was mentioned earlier, IBM has no trouble providing inservice for

their employees while they are being paid. Teachers would be able to observe and learn during the day while they are energetic and alert. Why are teachers always expected to take university classes at night or during their summer vacation?

Once the initial undertaking has been done, the videotapes could be packaged, both methods and content, and could be made available to teachers and principals in other schools. Those who wanted the training and credit could register with the university, check out the videotapes and arrange for testing. The university and school system could design supervision and follow up for quality control.

Just as teachers are released now to attend the math and reading center in the Atlanta Public Schools, it could be arranged for teachers to attend the science center to view the videotapes. They could have the opportunity to check out science materials and equipment and to have consultation with a science teacher. This could be a humane way of providing science in-service quickly to many teachers and thereby give students the quality education in science that they deserve and our country needs.

PASSING THE TORCH:
THE ROLE OF TEACHERS IN RECRUITING THE NEXT GENERATION OF TEACHERS

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At this time of the year when my calendar is filled with appointments for prospective teacher interviews, I find myself reflecting on the art and science of teaching. In an effort to discover those illusive qualities and abilities that help make an excellent teacher, each year I revise and modify my interview questions. The impetus for my frantic editing is the information I have learned throughout the school year from conferences and in-service sessions, from dealing with teacher's problems, from observing in and out of classrooms, and from evaluating teachers.

From these experiences, I am beginning to question whether there <u>is</u> a set of questions which will give sufficient information to identify those individuals who will become great teachers. How does one identify in an hour or less those individuals who will help children develop a healthy sense of self-esteem, help them learn to solve problems, help them become self-disciplined, self-responsible informed citizens? How does one, in sixty minutes or less, know the teachers who will inspire children and, as a positive role model, encourage children to want to become teachers themselves.

This statement appeared in a recent report, "Time for Results: Governor's 1991, Report on Education, 1986."

> Teachers could be better recruiters than anyone; if they would communicate the value and excitement of teaching to students, recruitment would take care of itself.

Teachers are in a unique position professionally to inspire and motivate the next generation of teachers. Teachers work with potential teachers every day. As teachers, they have a responsibility to future generations to encourage promising students to enter the teaching profession. As experienced teachers, they, more than anyone, know what it takes to do the job well. In addition to academic ability, teaching requires strong interpersonal and organizational skills. Teachers in the classroom are in the best position to identify students who have the broad range of talents necessary to become good teachers.

Students usually see only a narrow dimension of teaching. There is much more to teaching than grading and disciplining. If teachers let students know the joys of teaching, why they are proud to be teachers, and why they choose to continue teaching, then perhaps those students who have what it takes to become good educators would consider entering the teaching profession. "The fact that best independently discriminates whether students will consider teaching is simply whether or not other individuals

have discussed this possibility with them." ("The Teaching Profession as a Career Opportunity: Perceptions of High School Students, Pre-Service Teachers, and In-Service Teachers," Jane A. Page, et al., 1982).

Consider the following facts: (1) Teaching is an aging profession in which retirements are expected to out pace new entries. (2) The teacher labor market has long been dominated by women and minorities but today, noneducation career opportunities continue to expand and to lure large numbers of these groups away from teaching.

"The enormous turnover in the teaching force means that decisions made in the next few years will have a striking impact on the composition of our teaching force for years to come, for better or worse. If the opportunity is seized now, the quality of our schools can be more quickly improved than at any other time in the memory of most citizens." (From: "A Nation Prepared: Teachers for the 21st Century," Report of the Task Force on Teaching as a Profession, 1986).

Reflecting on these facts, I turn back to my interviewing questions. I always ask, for several reasons, when the individual decided to become a teacher....and why. Most impressive candidates were recruited at an early age by a particularly good teacher whom they can usually describe in detail. These teachers tend to remain in education and remain loyal to and proud of their profession.

The last, and perhaps the most revealing question I ask candidates is this: "Your sister has just told you that she is considering becoming a teacher; what would you tell her?" and "Why?". All other factors being positive, the response to this question usually is the deciding factor in whether this person will be hired. These questions deal with an attitude toward teaching which I believe reveals a person's dedication to the profession and whether or not they will work to "Pass the Torch". I am dismayed with some of the answers I receive from bright young teachers. I can understand the concern over salaries--we all wish the profession paid as well as other professions. Salary aside, those teachers who say they would encourage their sibling to go into other fields are the ones I only choose to consider when it is Labor Day and I still haven't found a qualified teacher to fill my last position.

While teaching is in the news, in the forefront of major national and local political decisions, now is the time to encourage and share the positive aspects of teaching with potential teacher candidates; to work with guidance counselors; to give students the opportunity to develop teaching skills by tutoring fellow students; to identify students who have the talent and ability essential to become good teachers. Now is the time to examine more closely those candidates who would "dis-recruit" prospective teachers, those who would not be recruiters for the profession....they are not the persons who will "Pass the Torch"

and recruit the next generation of teachers. Would doctors or lawyers or other professionals discourage bright young people from their professions? As Pogo stated, and I paraphrase, "are we our own worst enemy?" What are you telling the prospective teachers who sit as students in our elementary, middle, high school and college classrooms?